R E P O R T R E S U M E S

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FOREIGN LANGUAGE FILMS IN LOUISIANA DEPOSITORIES.

BY- BABINEAUX, AUDREY
LOUISIANA ST. DEPT. OF EDUC., BATON ROUGE

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THIS MANUAL IS AN ANNOTATED LIST OF 16-MILLIMETER EDUCATIONAL FOREIGN LANGUAGE FILMS (BOTH LINGUISTIC AND CULTURAL) WHICH WERE PURCHASED WITH STATE AND FEDERAL FUNDS AND PLACED IN LOUISIANA'S NINE FILM LIBRARIES. FILMS ARE ARRANGED ALPHABETICALLY BY LANGUAGES. FILMS IN THE TARGET LANGUAGE ARE LISTED SEPARATELY FROM FILMS WITH ENGLISH NARRATION. A KEY IS PROVIDED TO THE SYMBOLS AND ABBREVIATIONS USED, AND THERE IS A DISCUSSION ON THE PROPER USE OF FILMS IN LANGUAGE TEACHING. (AF)

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Prepared by

AUDREY BABINEAUX
Assistant Supervisor of
Foreign Languages

Under the Direction of

WILLIAM F. BEYER, JR.
Assistant Superintendent
Curriculum and Instruction

and

WILLIAM A. DAVIS
Director of Instruction

Issued by

STATE DEPARTMENT OF PUBLIC EDUCATION

WILLIAM J. DODD
SUPERINTENDENT

FOREWORD

In recent years the whole concept of foreign language teaching has changed. The new emphasis is on communication rather than on the traditional reading-translation method.

The foreign language teacher is confronted with the need to change his classroom into a cultural center, one that enables the student not only to hear the language but also to see the foreigner in his own country. Such a presentation is made possible through an extensive use of films.

This film bulletin, Foreign Language Films in Louisiana Depositories, was prepared specifically for the foreign language teachers in Louisiana elementary and secondary schools. It is our sincere hope that it will guide the foreign language teachers in the selection and use of films available in the nine film libraries.

William J. Dodd
State Superintendent
of Public Education

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INTRODUCTION

This manual, Foreign Language Films in Louisiana Depositories, was developed because of numerous requests we have received from high school and elementary foreign language teachers.

The purpose of the manual is to list the 16mm educational foreign language films (linguistic and cultural) which have been purchased with state and federal funds and placed in the nine film libraries. This list should increase the use of films in classroom instruction by making it easier for you to select and order those films which are best suited to your students and your purposes. These films are also listed in the general publications of the audio-visual section.

The films are arranged alphabetically by languages and each section is divided into two parts: films in the target language and films with an English narration. To facilitate the use of the bulletin, refer to the following sections: Proper Use of Films and Key to Symbols and Abbreviations Used in Film Listing.

We strongly urge the teachers to incorporate these films in their teaching units, as audio-visuals are extremely effective in foreign language teaching when used for reinforcement and variety.

This manual is complete at the present time. Additions to this list will be forwarded when they occur. We have included a blank sheet at the end of the bulletin for the inclusion of all new films.

We hope that this bulletin will be of help to you. Your suggestions, which will help us in developing future publications, will be gratefully received.

Audrey Babineaux
Assistant Supervisor
Foreign Languages

Yvette Mallet
Foreign Language Specialist

KEY TO SYMBOLS AND ABBREVIATIONS USED IN FILM LISTING*

H - Film Library, Southeastern Louisiana College, Hammond. Mr. F.H. Bankston, Director.

L - Film Library, University of Southwestern Louisiana, Lafayette. Miss Carmen Arceneaux, Director.

M - Film Library, Northeast Louisiana State College, Monroe. Mrs. Louis R. Soulier, Film Librarian.

Mc- Film Library, McNeese State College, Lake Charles. Mr. Samuel Marino, Director.

N - Film Library, Northwestern State College, Natchitoches. Mrs. R.L. Russell, Film Librarian.

O - Film Library, Orleans Parish School Board Professional Library, 1407 Magazine Street, New Orleans, Mrs. Camilla Best, Director.

R - Film Library, Louisiana Polytechnic Institute, Ruston. Miss Cleo Alexander, Assistant Film Librarian.

S - Film Library, Southern University, Southern Branch P.O., Baton Rouge. Mrs. Camille Shade, Director.

T - Film Library, Francis T. Nicholls State College, Thibodeaux. Mr. Elliott Landry, Director.

p - for use in primary grades
el - for use in elementary grades
jh - for use in junior high
sh - for use in senior high
c - for use in college
ad - appropriate for adults

*Bulletin 940 Educational Films For Use in Louisiana Schools

PROPER USE OF FILMS

Maximum benefit to be derived from use of audio-visuals, films in particular, depends greatly on the preliminary activities which should follow each film viewing session. Films should be requested as far in advance as possible from the closest depository and must be returned within a week from the time they leave the depository.

In reference to physical arrangements prior to viewing the films, the following are extremely important to the teacher:

A. The film-viewing room should be scheduled beforehand if the regular classroom cannot be used.
B. Care and proper use of the projector is a must. (A teacher who does not know how to use a projector should learn how from another teacher who does).
C. Student help should be recruited in such activities as seating arrangements, darkening of room, transporting equipment and ventilation.
D. To facilitate film handling, a damaged film (whether broken before or during use) should be reported immediately.

The following criteria should be considered in the proper selection and use of a film:

A. It should be closely integrated with the linguistic or cultural content of the unit being taught at the time of the presentation.
B. The film should be previewed beforehand to ascertain its suitability and value.
C. The class should be prepared for the film, especially the film which is in the foreign language.
D. The class should understand that the film is selected first for its instructional value and secondly for its entertainment aspects.
E. Activities involving the film content should be conducted after the viewing session to reinforce the purposes of the film.

FRENCH (FRENCH TEXT)

A TRAVERS PARIS. McGraw-Hill, Text-Film Division. (sh-20 min. B & W) H.L.M.Mc.N.O.R.S.T.

This film takes the viewer on a tour through Paris showing its famous sights and examining the influence of history on it. We leave from la Place de l'Etoile and continue along the Champs Elysees to la Place de la Concorde, from which we see the Tour Eiffel in the distance. We travel along the Seine and pass the Pont des Arts, the Louvre, the Arc de Triomphe du Carrousel. On the way back to la Place de l'Etoile we pass the Cathedral of Notre Dame, and Montmartre. The film concludes by recalling the celebrations along the Champs Elysees in August 1944 when Paris was liberated.

AUJOURD'HUI NOUS VISITONS PARIS. International Film Bureau. (sh-20 min. Color) H.L.M.Mc.N.O.R.S.T.

This film shows people in action. We see them buying fruit or vegetables in Les Halles, looking for bargains in front of a department store, or eating sandwiches at a sidewalk cafe. The narrator uses the sort of vocabulary and expressions which should be familiar to a second year High School student.

LA CHAMPAGNE. International Film Bureau. (sh-23 min. B & W) O.

An exploration of life and activities in Normandy. Includes farming, grape harvesting, textile industries, markets and glimpses of Troyes and Reims.

CHANTONS NOEL. International Film Bureau. (jh,sh,c-10 min. Color) L.

Animation. Illustrated four French carols sung by a choir: La Guignolee, Les Anges de nos campagnes, La visite du jour de l'an and D'ou viens-tu bergere?

CHERS PETITS, CES, Parts I & II. Part of McGraw-Hill Learning French the Modern Way series. Refer to page 12 for annotation.

CHEZ NOUS. International Film Bureau. (sh,c-12 min. Color) H.L.M.Mc.N.O.R.S.T.
As Henri Garnier writes his American friend, the events of a typical day are re-created. The film includes everyday phrases and idiomatic expressions necessary to development of conversational skills, and is useful for French classes late in first year.

DEPART DE GRANDES VACANCES. International Film Bureau. (sh-11 min. B & W) L.O.
Further adventures of the Martin family, off for a holiday by car in Touraine.

LA DISTRIBUTION DES PRIX, Parts I & II. Part of McGraw-Hill Learning French the Modern Way series. Refer to page 12 for annotation.

LES ECRIVAINS DE PROVENCE. Text-Film Division, McGraw-Hill. (hs,c-20 min. B & W) H.L.M.Mc.N.O.R.S.T.
There has always been a steady flow of French literature ranging from the troubadours of the 11th Century to contemporary novels and films, which engage le midi as the setting. This is not surprising since the south of France offers a favorable atmosphere for the arts. In this film we visit Jean Giono, the noted contemporary novelist, who discusses the influences upon his life and work. The best known writer of Provence is probably Alphonse Daudet, who captured the spirit of this province in his stories Lettres de Mon Moulin.

L'ENTENTE CORDIALE. International Film Bureau. (jh, sh-10 min. B & W) L.Mc.O.
This French dialogue film for second or third semester students is a practical sketch of activities in a French grocery store. Identification of objects together with repetition of everyday phrases, makes this a useful film for students of French.

LA FAMILLE MARTIN. International Film Bureau. (sh-18 min. B & W) L.M.O.
Some activities of the Martin family of five living in a Paris suburb. Many shots of Paris landmarks are shown.

FAMILLE BRETONNE. Encyclopaedia Britannica. (jh,sh-11 min. B & W) O.
The film portrays family life on a farm in Britanny. The story is told by a teacher in simple French in the present tense and avoiding subjunctives.

FRANCE ACTUELLE: LE PAYS ET SES HABITANTS. Coronet. (jh,sh-15 min. B & W) H.L.M.Mc.N.O.R.S.T.
Here is the France of today - from the wheatfields of Normandy to the steel mills of Nancy. Steel workers, grape growers, fishermen, and truck gardeners are all here to give new meaning to the study of the French language.

FRANCOISE ET SON LAPIN. International Film Bureau. (el,jh-10 min. Color) H.L.M.Mc. N.O.R.S.T.
A film in simple French for use in the elementary grades. Written for children with fundamental vocabulary, the story tells of the fascinating partnership between Francoise and Hopper. The film has entertaining visuals and includes a range of French basic action verbs, names of colors, and important prepositions.

FRANCOISE VA AUX BEAUX-ARTS, Parts I & II. Part of McGraw-Hill Learning French the Modern Way series. Refer to page 12 for annotation.

FRERE JACQUES. Film Associates. (el.jh-15 min. Color) H.L.M.Mc.N.O.R.S.T.
A simple story based on the well known folk song is charmingly presented in animation. Beginning French language pupils can follow the little story easily. Each noun, adjective and verb is visualized by the appropriate object or action on the screen.

HISTOIRE DE POISSONS. International Film Bureau. (hs-11 min. B & W) L.O.
The Martin family has reached St. Aignan-sur-Cher and is settled for their holiday. This is the story of their fishing adventure.

ICI ON PARLE FRANCAIS. International Film Bureau. (hs-21 min. Color) R.L.M.O.T.
This is an elementary language teaching film with graded commentary about Quebec and surrounding countryside. Sentences are usually short, constructions are uninvolved and, insofar as possible, the vocabulary is practical and restricted to high-frequency words or easily recognized cognates.

JEAN-PIERRE A LA MAISON, Parts I & II. Part of McGraw-Hill Learning French the Modern Way series. Refer to page 12 for annotation.

UNE JOURNEE A LA COMEDIE FRANCAISE. Text-Film Division, McGraw-Hill. (hs-20 min. B & W) H.L.M.Mc.N.O.R.S.T.
La Comedie Francaise was founded in 1680 by order of King Louis XIV. The film begins with a brief history of this famous theatrical institution, and an interview with the General Administrator, M. Maurice Escande. The repertoire of La Comedie Francaise consists of the complete works of Corneille, Racine, and Moliere, as well as representative works of modern playwrights. After meeting the actor Louis Seigner, we see him in an amusing scene of Moliere's famous Le Bourgeois Gentilhomme with Georges Chamarat.

LES LYCEENS CHEZ EUX. McGraw-Hill, Text-Film Division. (hs,c-20 min. B & W) H.L.M.Mc.N.O.R.S.T.
The modern Lycee Mixte d'Enghien-les-Bains represents the new trend in French secondary education today. Unlike most classical secondary schools, this one is co-educational and offers its students a choice of both classical and technical courses. The grades are subdivided according to the combinations of subjects

studied: for instance, Latin, Greek, and modern languages and mathematics or science, etc. In a tour of the school itself, we stop in a classroom where Ronsard's sonnet Comme On Voit Sur La Branche is being discussed. The film concludes with a brief interview with M. Marcel Borde, the principal of the school.

MADAME CELLE FAIT SES COURSES, Parts I & II. Part of McGraw-Hill Learning French the Modern Way series. Refer to page 12 for annotation.

MAISONNEE A TROIS, Parts I & II. Part of McGraw-Hill Learning French the Modern Way series. Refer to page 12 for annotation.

LE MERLE. International Film Bureau. (hs,c-5 min. Color) L.O.R.S.
Norman McLaren imparts unusual activity to an old French-Canadian nonsense song. The folk song (Mon Merle) is sung in French by the Trio Lyrique of Montreal.

NOUS VOYAGEONS EN FRANCE. Churchill. (sh,c-11 min. B & W) H.L.M.Mc.N.O.R.T.
A documentary film of two French girls who journey on a river barge from Marseille to Strasbourg. It details their experiences on the boat and while visiting towns en route.

ON SE MARIE. Part of McGraw-Hill Learning French the Modern Way series. Refer to page 12 for annotation.

PARIS: LA VILLE ET SES HABITANTS. Coronet. (jh,sh-11 min. B & W) L.Mc.O.
A narration in simple, clearly enunciated French provides the framework for a visual tour of France's capital city. We gain an understanding of the culture and atmosphere of the city.

LA PETITE POULE ROUGE. Film Associates. (el,jh-16 min. Color) H.L.M.Mc.N.O.R.S.T.

The story of the Little Red Hen is charmingly presented in animation with a simple French narration. Beginning French language pupils can follow the familiar story as they learn French by hearing it. The film is well-paced. Every noun, adjective, and verb is visualized by the appropriate object or action on the screen. A recap at the end of the film reinforces the vocabulary and sentences learned from the film.

P'TIT JEAN S'EN VA AUX CHANTIERS. International Film Bureau. (hs-16 min. Color) L.O.R.

A tale of the super-human exploits of P'tit Jean, a hero of a French Canadian folk tale. P'tit Jean's feats at a Quebec lumbercamp dwarf those of the hardiest lumberjack. The French, written and spoken by Roger Pillet, Ph.D., is appropriate for intermediate French classes. Though patterns in narration are generally uncomplicated, the speed of delivery will provide a challenge for those students striving to understand fluent, conversational French.

LE PIQUE-NIQUE. International Film Bureau. (hs,c-15 min. Color) H.L.M.Mc.N.O.R.S.T.

A beautiful Sunday, and the Garniers enjoy a delightful outing in the famous Foret de Fontainebleau near Paris. The film includes vocabulary dealing with food, table setting, games and sports, and the latest terms concerning traffic and weather, as well as everyday phrases and idiomatic expressions necessary to development of conversational skills.

PORTRAIT D'UN ARTISTE. Part of McGraw-Hill Learning French the Modern Way series. Refer to page 12 for annotations.

LE QUATORZE JUILLET. International Film Bureau. (hs, c-15 min. Color) H.L.M.Mc.N.O.R.S.T.

Henri and Jacqueline hurry by subway to the Champs Elysées to watch the Bastille Day parade. The film brings a number of new words and some technical expressions to the student's vocabulary. Includes everyday phrases and idioms necessary to development of conversational skills.

QUELLE CHANCE. International Film Bureau. (jh,sh-10 min. B & W) L.Mc.O.
The scene of this film is a French cafe. Incident and dialogue are arranged to provide exercises in vocabulary and simple speech idioms. Useful in second and third semester classes.

RACINE. Text-Film Division, McGraw-Hill. (hs,c-20 min. B & W) H.L.M.Mc.N.O.R.S.T.
The life of the poet Racine centered about the court of Louis XIV. Racine, like other artists and writers of his age, wrote for the glory of the court as illustrated in this film by a dramatic excerpt from his Phedre. The richness of the Versailles palace is representative of the classical influence and poetic atmosphere which surrounded Racine. Although dignified and peaceful on the outside, a hidden violence existed both in the poet and the court. This point is illustrated by the dramatic excerpts from Berenice, Act II, Scene 4 and from Andromaque. Renée Faure appears in the dramatic excerpts. The commentary is given by M. Jean-Louis Bory, Professor at Lycee Henri Quatre in Paris.

LA RENAISSANCE FRANCAISE. Text-Film Division, McGraw-Hill. (hs-20 min. B & W) H. L.M.Mc.N.O.R.S.T.
The names of Rabelais and Ronsard dominate the literary world of the French Renaissance. To amuse his patients, the doctor François Rabelais created Gargantua and Pantagruel, two giants whose physical and intellectual appetites symbolize Renaissance man's hunger for knowledge. Pierre de Ronsard, under the influence of the humanist Daurat, wanted to renew French poetry and to enrich the language. Professor Jean Louis Bory of the Lycee Henri Quatre in Paris discusses the Renaissance in France and its effect on these two men.

SUR LE PONT D'AVIGNON. International Film Bureau. (jh,sh-6 min. Color) L.Mc.O.T.
Beautifully manoeuvred puppets in medieval costume dance to the tune of this old and well-known repetitive folk song.

LES TROIS OURS. Film Associates. (el,jh-15 min. Color)

H.L.M.Mc.N.O.R.S.T.

This animated film presents the story of the Three Bears with a simple French narration and review. Beginning French language pupils can follow the familiar story as they learn French by hearing it. Every noun, adjective, and verb is visualized by the appropriate object or action on the screen. A vocabulary review at the end of the film encourages pupils to use the vocabulary.

LA VIE DANS UNE FERME FRANCAISE. Coronet Film. (jh,sh-11 min. Color) L.O.H.

There is probably no better way to reach an understanding of another people than to live for a little while with a typical family in its own home surroundings. Visiting the Duval family reveals many aspects of French farm life similar to our own, and we see daily activities of village home life.

VISAGES DE LA VILLE LUMIERE. International Film. (hs-22 min. B & W) O.

Betty and her French friend Jacqueline describe Paris as the film shows familiar views of the city.

MCGRAW-HILL SERIES: LEARNING FRENCH THE MODERN WAY:

LEVEL I

Ces Chers Petits I & II. H.L.M.Mc.N.O.R.T.
Maisonnée à Trois I & II. H.L.M.Mc.N.O.R.T.

LEVEL II

La Distribution des Prix. H.L.M.Mc.N.O.R.T.
Francoise et Son Lapin. H.L.M.Mc.N.O.R.T.
Francoise va aux Beaux Arts I & II. H.L.M.Mc.N.O.R.T.
Jean-Pierre a la Maison. H.L.M.Mc.N.O.R.T.
Madame Celle Fait Ses Courses I & II. H.L.M.Mc.N.O.R.T.
Madame Celle Continue Ses Courses I & II. H.L.M.Mc.N.O.R.T.
On Se Marie. H.L.M.Mc.N.O.R.T.
Portrait D'un Artiste. H.L.M.Mc.N.O.R.T.

Each film is from three to five minutes in length. They were all filmed in France and depict everyday aspects of the French culture.

These films re-create the authentic atmosphere of France. They take the students into the homes, the schools, and the shops of France. They follow real people --not actors--as they work, learn, play and live in Paris, in the villages, and in the countryside. Because of the short duration of the films, they can be used over and over as valuable teaching tools.

FRENCH (ENGLISH TEXT)

CHARLEMAGNE AND HIS EMPIRE. Coronet. (sh-14 min. B & W) H.M.Mc.N.O.R.S.T.
Pictures Charlemagne's conquest, his close ties with the Roman Church, his system of government and contributions to life in the Middle Ages.

COLONIAL FAMILY OF NEW FRANCE. Coronet. (el,jh-14 min. B & W) H.M.Mc.N.T.
In authentic settings, colonial family life in New France is depicted in about 1700. On the St. Lawrence in French Canada, we see the industrious Tremblet family on a tenant farm. We learn of everyday hardships and pleasures while experiencing a freedom unknown in the Old World.

FOOD FOR PARIS MARKETS. United World. (el,jh,sh-14 min. B & W) H.M.Mc.N.O.
How large cities depend upon productive rural hinterlands to supply them with food. Fortunately, Paris can be easily reached from the areas of fertile lands within France that surround it.

FRANCE AND ITS PEOPLE. Encyclopaedia Britannica. (el,jh,sh-11 min. B & W) H.L. M.Mc.N.O.R.S.T.
The surroundings, traditions, attitudes, and ways of earning a living in a single French family reveal many facts of life in France today. The blending of an old heritage and modern ways is shown in the grandeur of historic buildings in Paris and the quietness of a Normandy farm.

FRANCE: BACKGROUND FOR LITERATURE. Coronet. (jh,sh-11 min. B & W) M.N.O.
Recaptures the France of the stories of Hugo, Balzac, de Maupassant, Dickens, and Poe. This film was shot entirely in France and includes scenes mainly from Paris with scenes of Versailles, Fontainebleau, Orleans, Chateau d'If, Marseilles, and Normandy.

FRENCH AND INDIAN WAR. Coronet. (jh,sh,c-11 min. B & W) H.L.M.Mc.N.R.T.
The dramatic period in our nation's history when England struggled with France for control of the North American continent is recreated.

FRENCH-CANADIAN CHILDREN. Encyclopaedia Britannica. (jh,sh-15 min. B & W) H.L.M. Mc.N.O.R.S.T.
Houses of French Canadian farmers - a story of a family and how they work together.

FRENCH CANADIANS. United World. (el,jh-15 min. B & W) M.Mc.N.T.
A family in the village of St. Pierre in the lowlands of the St. Lawrence River illustrates the principles that where climate makes it possible, low fertile land along rivers makes good farm lands, and when settled by people with a common language, religion, and other ethnic ties, river lowlands tend to maintain their cultural homogeneity.

FRENCH CHILDREN. Encyclopaedia Britannica. (p,el,jh, sh-11 min. B & W) H.L.M.Mc.N.O.R.S.T.
Photographed on a farm in Britanny near the quaint old town of Dinan. Father, mother, grandfather, and three children are shown in typical events which constitute the life of a Breton farm family.

FRENCH EXPLORATIONS IN THE NEW WORLD. Coronet. (el,jh-11 min. B & W) H.L.M.Mc.N.T.
Traces the pattern of exploration through Verrazano, Cartier, Champlain, Marquette, Joliet, and LaSalle.

FRENCH FOR BEGINNERS. Mahnke. (sh-15 min. B & W) H.N.S.
The film has a two-fold objective: to give the student a pictorial introduction to a country where French is the native tongue; and through simple and slowly paced commentary narrated by a native Parisian, to give the student an opportunity to strengthen his grasp of the language.

FRENCH INFLUENCE IN NORTH AMERICA. Coronet. (jh,sh-11 min. B & W) Mc. R.S.
Shows evidence of the French Empire in North America on our language, dress, architecture, religion and art.

FRENCH REVOLUTION, THE. Coronet. (jh,sh-14 min. B & W) Mc,O.S.
The controversial issues, great personalities, and turbulent events leading to and through the French Revolution are brought to the screen through the experiences of M. Roget, lawyer and member for the Third Estate.

LETTER FROM PARIS. Compas Films. (jh,sh,c,ad-11 min. B & W) R.
Everyday life in Paris immediately after the war; long lines of people buying rationed food, crowded subways; the Latin Quarter, and the suburbs.

LIFE IN OLD LOUISIANA. Encyclopaedia Britannica. (el, jh-15 min. B & W) H.L.M.Mc.N.O.
Portrays life in Louisiana and especially in New Orleans during the year 1830. Traces life of a Creole family of that time.

LOUISIANA PURCHASE: KEY TO A CONTINENT. Encyclopaedia Britannica. (el,jh,sh-15 min. B & W) H.M.Mc.O.R.S.T.
Tells the story of Jefferson's purchase of the Louisiana Territory, one of the decisive events in the westward expansion of the United States. Reconstructs in a series of dramatic episodes the circumstances which prompted the farmers of the Mississispi Valley to press the acquisition of the port of New Orleans and the development in France that caused Napoleon to sell the territory.

MARRIAGE OF FIGARO. Official Films. (jh,sh-20 min. B & W) L.Mc.N.
Mozart's comic Opera.

MODERN FRANCE: THE LAND AND THE PEOPLE. Coronet. (jh, sh-15 min. B & W) H.L.N.O.S.
Surveys life in modern France as variously represented by the steel mills, the truck gardens, the vineyards, the barges on the Seine, and the wheatfields of Normandy. Uses maps to indicate the areas under discussion.

NEW FRANCE, THE. March of Time. (jh,sh-17 min. B & W) L.O.S.
Portrays the new France emerging from the effects of the Second World War. The five year plan is shown being put in operation with the help of United States capital, but attention is drawn to the fact that much depends on the French people themselves.

NORMAN CONQUEST TO THE 15TH CENTURY. Coronet. (jh,sh-11 min. B & W) H. L.M.N.R.
The growth of the limited monarchy as the unique basis of the English form of democracy. Covers the tumultuous period from the Norman Conquest in 1066 to the decline of feudalism in 1400.

PARIS. International Film Bureau. (jh,sh-11 min. B & W) S.
Glimpses of the economic and cultural life of Paris. After a view from the air of Ile de la Cite, we quickly pass into the thickest of modern traffic around the Place de l'Opera.

PARIS. Young America Films. (el,jh,sh,ad-12 min. B & W) T.
A photographic tour of modern Paris, the city and its people.

PARIS: CITY OF ART. Encyclopaedia Britannica. (jh,sh-11 min. B & W) H.L.N.R.
Shows scenes within the Louvre, views of Montmartre artists at work, and also representative churches and monuments.

PILGRIMAGE TO BRITANNY. Instructional Films. (jh,sh-11 min. B & W) H.L.N.O.R.S.
Pictures the French province, its people, customs and traditions. A unique feature is the filming of a

pilgrimage procession, one of the few left in Europe.

THIS IS LOUISIANA. Esso. (jh,sh-15 min. B & W) R.
Shows points of beauty and interest and emphasizes recent progress in commerce, industry, and agriculture.

UNITED STATES EXPANSION: THE LOUISIANA PURCHASE. Coronet. (jh,sh,c,ad-14 min. B & W) H.L.M.N.R.
The Louisiana Purchase is recalled through scenes depicting the territory's history in relation to westward expansion. The background of the purchase, exploration, settlements, and importance to the United States are stressed.

GERMAN (GERMAN TEXT)

DER RHEIN. International Film Bureau. (sh-14 min. Color) O.T.
This German language teaching film is narrated in slowly, distinctly spoken German, consisting of short sentences and simplified constructions, easily understood by second year German classes which have been prepared for the showing.

DER SCHWARZWALD. International Film Bureau. (sh-12 min. Color) O.
The villages, farms and resorts of Germany's Black Forest are the subjects of this film for use by intermediate classes.

DIE TIERE IN DER STADT. International Film Bureau. (jh,sh-12 min. B & W) O.
Slowly distinctly spoken German narrates a simple account about animals living in a city environment. The film can be used effectively in classes which have one semester of German.

OBERBAYERN. International Film Bureau. (sh-15 min. Color) L.Mc.O.T.
This intermediate German language teaching film depicts life in Upper Bavaria -- with a broad range of subject matter and ideas presented in clearly enunciated German.

GERMAN (ENGLISH TEXT)

CHILDREN OF GERMANY. Encyclopaedia Britannica Films. (el,jh-13 min. B & W) H.L.M.M..N. O.R.S.T.
West Germany's Rhineland is almost a storybook world for a boy visiting the old town of Kaub on the Rhine. The river boats, medieval castles, and a vineyard festival are typical of this historic region.

GERMANY: A FAMILY OF INDUSTRIAL RUHR. McGraw-Hill. (el,jh,sh-16 min. B & W) H.M.Mc.N.T.
The scene is in Essen, in West Germany; the family of Herr Muller, a typical skilled worker. The home life and daily activities of his factory, schooling in his city are seen.

GERMANY: RURAL LIFE. Encyclopaedia Britannica. (el,jh, sh-12 min. B & W) N.
Family life in a typical Bavarian home.

GERMANY SURRENDERS. Official Films. (jh,sh-11 min. B & W) R.
Opens with people in Times Square, New York going wild with the announcement of the German surrender, with scenes of the actual signing of armistice papers.

RHINE: BACKGROUND FOR SOCIAL STUDIES. Coronet. (el, jh-10 min. B & W) H.M.
Presents an over-all view of the significant influence of the Rhine River throughout Europe. It shows its effect upon lives and activities of the people who live near it, and the nations which fought to control it.

WESTERN GERMANY: THE LAND AND THE PEOPLE. Coronet. (el,jh,sh-11 min. B & W) H.L.M.Mc.N.R.S.T.
We see the industrial, agricultural and commercial life life of Western Germany in relationship to the dense population, natural resources, and relatively infertile soil of this area.

LATIN AND ITALIAN (ENGLISH TEXT)

ANCIENT ROME. Coronet. (jh,sh-12 min. B & W) L.M.O.T.
The achievements of Rome in government, in architecture, and engineering are presented; our specific inheritance from that culture is established.

ART AND LIFE IN ITALY. Coronet. (jh,sh-10 min. B & W) H.L.M.N.O.S.T.
The art of Italy is shown as the result of the activity of the Italian people and the land in which they live.

ITALIAN CHILDREN. Encyclopaedia Britannica. (p,el,jh-14 min. B & W) L.Mc.N.R.
The activities in the daily life of farm children in the Italian province of Umbia. Portrays features of their home environment and shows the children participating in the farm work, particularly in the picking and processing of olives.

ITALIAN PENINSULA. Coronet. (el,jh,sh-11 min. B & W) H.L.O.
Tells of the unusual country within the boundaries of the Italian Boot.

ITALY. Dudley Films. (jh,sh,c,ad-11 min. B & W) L.M.Mc.O.R.S.
Surveys the geography of the country and the life of the people.

ITALY. Encyclopaedia Britannica. (el,jh-12 min. B & W) L.R.
A film that illustrates many phases of Italy -- geography, customs, etc.

ITALY. March of Time. (jh,sh-17 min. B & W) H.L.O.R.
Story of modern Italy with emphasis on the chaotic condition of that vanquished nation at the end of the war.

ITALY, PENINSULA OF CONTRASTS. Encyclopaedia Britannica. (jh,sh,c,ad-17 min. B & W) H.M.Mc.O.R.

Within the boundaries of the Italian Boot is a country of unusual geography. The cool climate of the north, the Mediterranean climate of the south, the twin coastlines, the backbone of the mountain ranges have helped to produce different types of agriculture and living patterns.

ITALY, THE PO RIVER VALLEY. United World. (el,jh,sh-20 min. B & W) H.M.Mc.N.O.R.

About one-half of the Italian people live in the Po River Valley, either in industrial cities or on farms; the farmlands are productive, enriched by plentiful rainfall, warm climate, and soils deposited by the Po and its tributaries.

POMPEII AND VESUVIUS. Encyclopaedia Britannica. (jh, sh,c,ad-11 min. B & W) H.L.M.Mc. N.O.R.S.T.

An actual eruption of Mt. Vesuvius and the ruins of the city of Pompeii. Recalls the eruption of 79 A.D. and depicts the current scene in Pompeii and environs; activities of present-day Naples and a folk dance in Sorrento.

ROMAN WALL, THE. Coronet. (jh,sh,c-11 min. B & W) H.L. M.Mc.N.O.R.

Today, nearly 1600 years after the last Roman soldier left it, much of Hadrian's great wall in England remains. An examination of the 73-mile-long structure with its forts, milecastles, turrets, barracks, and storehouses, reveals much that was characteristic of both the strength and weakness of the Roman Empire Dioramas. Drawings and animation are used for clarification.

ROME: CITY ETERNAL. Encyclopaedia Britannica. (el,jh, sh,ad-11 min. B & W) M.N.S.

Portrays the dramatic glories of Rome, the Colosseum, St. Peter's, the fountains of the Villa D'Este and the Piazza Navona; the ruins of the Forum and Hadrian's Villa; and lastly, the pageantry of the city as seen by the light of a traditional fireworks display.

VENICE. Young America. (el,jh,sh,ad-11 min. B & W)
H.L.M.Mc.N.R.S.T.
A tour of Venice, the old capital of the Venetian Republic, as seen today.

SPANISH (SPANISH TEXT)

BUENOS DIAS CARMELITA. Baptista Films. (jh,sh-14 min. B & W) H.S.
Tells the story of boys and girls doing the everyday things which comprise the life of the average American child, thus reviewing the vocabulary needed for conversation.

CASTILLOS EN ESPANA. International Film Bureau. (sh-10 min. Color) L.O.M.
Shows some of the famous castles which gave Castille its name.

CORAZON DE CASTILLA. International Film Bureau. (sh-10 min. Color) O.
Scenes in Castille, heart of the Spanish peninsula.

EL CUMPLEANOS DE PEPITA. International Film Bureau. (jh, sh-16 min. Color) L.O.R.Mc.
The narration of this film - almost entirely in the present indicative - is at a slow enough tempo to be understood even by first year students who have had a normal amount of oral drill. The film is the simple story of a girl's surprise birthday party, plus a visit to Patzcuaro and Janitzio, a picturesque region of mountain lakes and fishing villages in the state of Michoacan.

DON PASQUALE. Official Films. (jh,sh-12 min. B & W) L.R.S.
Donizette comic opera. An abbreviated version of the opera preserving the dramatic continuity and containing all important scenes.

ESPANA: TIERRA Y PUEBLO. Coronet. (jh,sh-12 min. B & W) L.R.S.
Visiting Madrid, Seville, and the Central Plateau reveals the bustling urban life, the farming methods, and historic sites that characterize modern Spain.

LA FAMILIA SANCHEZ. Encyclopaedia Britannica. (sh,c, ad-11 min. B & W) O.
A visit with a rural family in Southern Spain, with

emphasis on the activities of the children.

LA GALLINITA ROJA. Film Associates. (jh-16 min. Color) H.L.M.Mc.N.O.R.S.T.

The story of the Little Red Hen is charmingly presented in animation with a simple Spanish narration. Beginning Spanish language pupils can follow the familiar story as they learn Spanish by hearing it. The film is well paced.

LA GALLINITA SABIA. Coronet. (jh,sh-16 min. B & W) H.L.M.Mc.O.R.S.T.

The film retells the famous fable of a little red hen in a charming combination of art and live action. The narration in simple Spanish offers an excellent aid in vocabulary development because it contains a great deal of repetition.

EL GALLITO QUE HACE SALIR EL SOL. Coronet. (jh,sh-11 min. B & W) H.L.M. Mc.N.O.R.S.T.

Simple, clearly spoken Spanish and colorful animated cartoons tell the story of the little rooster who discovers that his crowing does not really make the sun rise.

LA GENTE DEL PERU. International Film Bureau. (hs,c-11 min. Color) L.O.R.S.

This teaching film is intended to complement Vamos Al Peru. (refer to page 27)

GEOGRAFIA DE SUD AMERICA: LOS CINCO PAISES DEL NORTE. (jh,sh-15 min. B & W) L.O.Mc. H.

Concepts related to land, climate and major resourses are emphasized in this film on the gateway countries of South America -- Columbia, Venezuela, and the three Guianas.

UNA HACIENDA CHILENA. International Film Bureau. (hs, c-11 min. Color) L.O.

Narration is spoken at a fairly slow tempo, and vocabulary is practical and useful for third or fourth semester high school or second or third semester college Spanish.

UNA HACIENDA MEXICANA. International Film Bureau. (hs,c-11 min. Color) L.T.

A glimpse of traditional rural life - the simple communal life of the hacienda. It is suitable for third or fourth semester high school Spanish or second or third semester college Spanish.

MEXICO Y SUS CONTORNOS. International Film Bureau. (hs,c-20 min. Color) L.O.

This film begins with an illustrated sequence on the origin of Mexico, then presents Mexico City and its environs.

UN PUEBLO DE ESPANA. Churchill Films. (jh,sh-11 min. B & W) H.M.Mc.N.R.S.

The subject matter which centers on the home, family, and simple occupations of the townspeople provides an admirable vehicle for first year vocabulary.

TIERRA MEXICANA. International Film Bureau. (jh-22 min. B & W) L.Mc.N.O.

Designed as an exercise in language, this film is also valuable for facts about rural Mexico.

LOS TRES OSOS. Film Associates. (el,jh-15 min. Color) H.L.M.Mc.N.O.R.S.T.

This animated film presents the story of the Three Bears with a simple Spanish narration and review. Beginning Spanish language pupils can follow the familiar story as they learn Spanish by hearing it.

VAMOS A COLOMBIA. International Film Bureau. (sh,c-11 min. Color) L.N.O.

Shows important cities and chief geographical features of modern Colombia. The Spanish structure of the narration is relatively simple.

VAMOS A CUBA. International Film Bureau. (sh,c-22 min. Color) L.N.O.R.

A first glimpse of present-day Cuba for intermediate Spanish classes in high school and college.

VAMOS A GUATEMALA. International Film Bureau. (sh,c-22 min. Color) L.N.O.R.

Modern life in Guatemala from the market place to the

finest residential areas is shown. Narration is in uninvolved, clearly enunciated Spanish, but because of its rich vocabulary it is best suited for advanced students.

VAMOS AL PERU, Parts I & II. International Film Bureau. (hs,c-20 min. Color) L.N.O.R.
The film shows the country as a whole.

LA VIDA URBANA. International Film Bureau. (jh,sh-11 min. Color) H.L.M.Mc.N.O.R.S.T.
Glimpses of Mexico City, an outdoor market, and a modern co-educational school illustrate aspects of urban life in the capital of Mexico. The vocabulary of the film while ranging over varied subjects, is practical and of high frequency.

VISITEMOS A PUERTO RICO. International Film Bureau. (jh,sh-17 min. Color) H.L.M. Mc.N.O.R.S.T.
Progressive aspects of Puerto Rican life, which have resulted from the Island's development programs, are emphasized in this language-teaching film. The useful vocabulary of the film ranges over many subjects.

VISLUMBRES DE MADRID Y TOLEDO. International Film Bureau. (sh,c-17 min. Color) H.L.M.Mc.N.O.R. S.T.
This color film in Spanish suitable for intermediate students offers choice glimpses of the physical as well as the artistic aspects of two Castilian cities.

SPANISH (ENGLISH TEXT)

AIRPLANE TRIP TO MEXICO. Encyclopaedia Britannica. (el-10 min. B & W) H.Mc.N.O.
A cross-section of Mexican family life at home and in the city and country is seen through the eyes of both the Mexican children and their guests from the United States.

ANDES, CHILE'S BARRIER. Gruba. (el,jh,sh-15 min. B & W) H.L.
Tells how a mountain range is responsible for the climate, resources, and boundaries of a country.

ARGENTINA. Encyclopaedia Britannica. (el,jh,sh-15 min. B & W) H.L.N.R.S.
Represents life in Argentina by showing the daily lives of people in Buenos Aires and explains the city's dependence upon the Pampa for export products. Typical agricultural activities on the Pampa are shown.

ARGENTINA: HORSEMEN OF THE PAMPA. United World. (el, jh,sh-16 min. B & W) H.M.N.O.R.
In the Argentine Pampa, or Plain, the people are engaged in ranching and in raising grains. They have built railroads to transport products to the country and to seaport cities. Across the Pampa are the estancias of wealthy families and thousands of people that cultivate the fields and tend the cattle.

ARTS AND CRAFTS OF MEXICO. Encyclopaedia Britannica. (el,jh,sh-11 min. B & W) H.L.R.S.
Native craftsmen spinning wool, weaving serapes, basket-making, glass blowing, pottery-making.

AZTECS, THE. Coronet. (el,jh,sh,c-18 min. B & W) H.L. M.Mc.N.R.S.T.
Influences on the Aztec civilization are seen in pre-Aztec ruins and reconstruction. Where their civilization reached its highest development, we see the lagoons and canals, the market place, and the religious temples, all part of the Aztec life.

CENTRAL AMERICA. Encyclopaedia Britannica. (el, jh, sh-15 min. B & W) H.L.M.N.R.S.
Scenes in town and country; methods of logging mahogany; growing and harvesting bananas, cocoa and coffee.

CENTRAL AMERICA: GEOGRAPHY OF THE AMERICAS. Coronet. (el,jh-25 min. B & W) H.L.M.Mc.N.O. R.S.T.
The film presents an overview of the six Central American republics: Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, and Panama, and the one European possession, British Honduras. The three main topographical regions of Central America: Tierra Caliente, Tierra Templada, and Tierra Fría are described in relationship to their climates, and the effects of the climate on the inhabitants and their chief trade crops.

CHILE. Dudley. (jh,sh-10 min. B & W) H.L.M.Mc.O.R.S.
Scenes of the country of Chile showing the life and work of the people.

CHILE. Encyclopaedia Britannica. (el,jh-15 min. B & W) L.N.O.S.
Native Indian life; lumbering and sheep raising, copper and nitrate industries; wheat and grape harvest; Santiago, Valparaiso, and Transandean Railroad.

COLOMBIA AND VENEZUELA. Encyclopaedia Britannica. (el,jh,sh-15 min. B & W) H.L. N.R.S.
Human and economic geography, topography and climate; types of people and their work.

CONTINENT OF SOUTH AMERICA. Encyclopaedia Britannica. (el,jh,sh-15 min. B & W) R.
View of major natural regions -- their scenery and products.

CROSS SECTION OF CENTRAL AMERICA. United World. (el, jh,sh,c,ad-20 min. B & W) H.Mc.N.O.R.S.
Shows life and occupation of the Indian people of

Guatemala, including the felling of mahogany trees in the forests and farming on the high plateaus. Emphasizes how change in altitude affects the climate, products and mode of living of the people.

CUBA. Dudley. (el,jh,sh-12 min. B & W) H.L.M.Mc.N.O. R.S.
Covers the agricultural side of Cuba --crops such as tobacco, pineapples, bananas, coconuts, coffee and the most important of all, sugar. Also shown are Columbus Cathedral, Havana University, and the largest and most important cities.

CUBA Encyclopaedia Britannica. (el,jh-11 min. B & W) H.M.R.S.
Major historical, industrial, geographical and scenic highlights of the country and cities.

CUBA: THE LAND AND THE PEOPLE. Coronet. (jh,sh,c,ad-15 min. B & W) H.S.
Pictures life in Cuba today, with emphasis on the Spanish background, the strategic value of the island to American security and its economic ties to the United States.

FIESTAS OF THE HILLS. United World. (jh,sh-10 min. B & W) O.R.
Shows how ancient Aztec dance rituals have been adapted for today's religious fiestas in Mexico.

FUNDO IN CHILE. United World Films. (jh,sh-12 min. B & W) R.
Contrasts the new farming methods with the old on the large fundos in Chile.

GUATEMALA: CROSS SECTION OF CENTRAL AMERICA. United World. (el,jh,sh-15 min. B & W) H.L.M.Mc. N.O.R.S.T.
Guatemala is a striking example of these variations in the three principal levels: low, middle, and high-- and of the resources that are found at each. This film tells of the climate, products, and the type of people found on each of the three levels.

GUERNICA--PICASSO. Pictura. (jh,sh,c,ad-15 min. B & W) H.L.M.Mc.N.R.
Presents the painting "Guernica" by Pablo Picasso - an expression of his abhorrence of war and brutality, based on the bombing of this town in 1937 during the Spanish Civil War.

HABANERA. Official Films. (sh-15 min. B & W) S.
Sung by Elaine Malbin in typical Carmen Costume.

INDUSTRIES OF MEXICO. Instructional Films. (el,jh, sh-12 min. B & W) L.O.R.
Presents modern Mexico, its agricultural processes and animals, industries, and handicrafts.

JACK'S VISIT TO COSTA RICA. Coronet. (el,jh,sh-10 min. B & W) H.M.Mc.R.S.
Dramatizes the visit of a typical American boy with friends in Costa Rica.

LAND OF MEXICO. Encyclopaedia Britannica. (el,jh,sh-12 min. B & W) H.L.N.O.R.S.
The content consists chiefly of the factual outline of the physical aspects of the country and of the nation's agriculture and market places.

LAND OF THE INCAS. Bailey. (el,jh,sh-15 min. B & W) N.O.R.S.
Treats civilization of the Incas before the arrival of the Spanish.

LA PAZ. Castle Films. (jh,sh-11 min. B & W) R.
A film journey through La Paz, Bolivia's capital and the highest city in the world. Contrasts the old and the new in Latin America.

LIMA. United World. (el,jh,sh-17 min. B & W) R.
The beauties of the capital of Peru, called the city of kings. Historical background and buildings and the modern life of the city.

MAYA OF ANCIENT AND MODERN YUCATAN. Bailey. (jh,sh-12 min. B & W) H.L.O.S.

The forgotten cities of Chichen Izta and Uxmal of the ancient Mayan empire are contrasted with the Mayan Indians as they live today in the villages and towns of Yucatan, their lives a mixture of both ancient and modern beliefs.

MAYAS, THE. Coronet. (el,jh,sh-11 min. B & W) H.M.Mc. R.S.T.
From Tikal of the Old Empire to Uxmal and Chichen Itza — of the New Empire, we follow the remarkable Myan Indians and their achievements in agriculture, architecture, sculpture, astronomy, and mathematics.

MEXICAN MOODS. Office of International Affairs. (jh, sh,c-11 min. B & W) R.
Various scenes in Mexico; silversmiths at work; a performance of a gay dance; a song sung by one of Mexico's foremost stars.

MEXICO. Dudley. (el,jh,sh-11 min. B & W) H.L.M.Mc.N. O.R.
Presents the historical, geographical, [illegible] and scenic highlights of the country.

MEXICO: GEOGRAPHY OF THE AMERICAS. Coronet. (el,jh, sh-16 min. B & W) H.L.M.Mc.N.R.
Intimate glimpses of the farmers, miners, cattle ranchers, factory workers and city dwellers of Mexico, and the relationships of these occupations to the varied geography of their country are shown.

NATIVE ARTS OF OLD MEXICO. International Film Bureau. (jh-20 min. B & W) T.
An informal visit of Mexico to see the making of many of their handicrafts and arts; wood and leather chairs, hand loomed serapes, tiles from Pueblo, clay toys, palm root carvings and other crafts.

PANAMA. Dudley. (jh,sh,c-10 min. B & W) H.L.M.Mc.N.O. R.S.
Presents the historical background of Panama, showing the ruins of old Panama. Shows modern Panama City, largest city and capital of the Republic, active trading and commercial center. Covers the main industry of

Panama -- cattle raising. Gives a coverage of the most important crop, bananas, as well as cacao beans and coconuts. Shows also the Panama canal for which Panama is best known.

PANAMA: CROSSROADS OF THE WESTERN WORLD. Coronet. (el, jh,sh-10 min. B & W) H.L.M.Mc.O.
Shows canal and people who live in Panama. Sums up the influence of trade and commerce in the Panamanian people.

PATZCUARO. United World. (jh,sh-11 min. B & W) R.
By the Tourist Department of the Mexican Government. Shows Tarascan Indian Fishermen.

PEOPLE OF MEXICO. Encyclopaedia Britannica. (el,jh,sh-14 min. B & W) H.L.O.R.S.T.
Tells a graphic story of the origin, history, and present status of the people who now make up the population of Mexico.

PEOPLE OF SPAIN. Encyclopaedia Britannica. (jh,sh-20 min. B & W) H.L.O.S.
Indicates the effects of geographic position, topography, and climate upon Spain's history and pictures the [illegible] and their [illegible] and customs. Describes the progress toward industrialization in modern Spain.

PERU. Encyclopaedia Britannica. (jh,sh-20 min. B & W) H.L.O.S.
Ancient Inca Empire; coastal desert, mountains and jungles with resources and products of each section; Talara; Inquitos; problems of health; relations between races; economic conditions.

PERU: HIGHLANDS OF THE ANDES. United World. (el,jh, sh-19 min. B & W) H.M.R.
The film shows mine workers who earn a fairly good living as have their ancestors since the hard time of the Incas civilization. Farmers work hard and are scarcely able to raise sufficient food on the poor land. They live a difficult life struggling to earn a mere existence.

PERU: PEOPLE OF THE ANDES. Encyclopaedia Britannica. (el,jh,sh,c,ad-16 min. B & W) H.M.N.R.T.
Explores the colorful Chincheros Valley, the capital of the Incan Empire. Contrasts community life in a self-contained Indian village with that of the tenant farmers of the Haciendas.

PUERTO RICO. Dudley. (jh,sh,c,ad-20 min. B & W) H.L. M.Mc.O.R.S.
Surveys the country and life of the people.

RICHES OF GUATEMALA. Encyclopaedia Britannica. (el,jh-15 min. B & W) H.L.R.
Production is directed toward elementary grade levels but is suitable to groups interested in Pan-American relations and general audiences.

RURAL LIFE OF MEXICO. Coronet. (el,jh,sh-11 min. B & W) H.L.M.Mc.O.
This film shows how the natives live, work, and play.

SCHOOLS OF MEXICO. Coronet. (jh,sh-16 min. B & W) N.
A comprehensive view of educational institutions from the ultra-modern Ministry of Education in Mexico to remote one-room adobe schools far in the interior.

SOUTH CHILE. United World. (jh,sh-21 min. B & W) R.
The region at the very southernmost part of South America; high winds, destructive one-crop system. The result is more production of a variety of crops and products.

SPAIN. Dudley. (p,el,jh,sh,c,ad-10 min. B & W) H.L.M. Mc.N.O.R.S.
Surveys the country and life of its people.

SPAIN - PORTUGAL: LANDS AND THE PEOPLE. Coronet. (jh, sh-16 min. B & W) H.L.O.
Shows the types of people, churches, museums, railroads, royal palace, the university and modern airport in Madrid.

SPANISH INFLUENCE IN THE UNITED STATES. Coronet. (el,jh, sh-11 min. B & W) H.L.M.Mc.N.O.R.S.

Points out that even though Don and Dolores live in the United States, our Spanish heritage plays an important part in their daily lives. In their ranch-type house, they have Spanish furniture and listen to Latin tempos on their radio.

SPANISH CHILDREN. Encyclopaedia Britannica. (p,el,jh-12 min. B & W) H.L.M.Mc.N.O.R.S.T.
Provides a visit with the farm family showing a young boy and his father riding in their donkey cart to visit a city market place and films the work of the farmers plowing with teams of oxen.

SPANISH: COLONIAL FAMILY OF THE SOUTHWEST. Coronet. (el,jh,sh-14 min. B & W) H.L.M.Mc.N.T.
Recreates the life of a Spanish-Colonial family living on a self-sufficient hacienda in Southwestern U.S. in the early 19th century.

SPANISH CONQUEST OF THE NEW WORLD. Coronet. (el,jh, sh-11 min. B & W) H.L.M.Mc.N.R.S.
An overview of Spain's activities in the New World in the age of exploration and colonization. The achievements of her empire builders, Cortez, Pizarro, Balboa, deSoto and others, are presented in map-animation, in scenes of the native cultures that were overthrown or absorbed and in camera explorations of the Spanish cities and the Spanish way of life that left a permanent imprint on vast sections of the Western Hemisphere.

TOMORROW'S MEXICO. March of Time. (jh,sh-15 min. B & W) H.L.O.S.
This film covers Mexico's 36-year social upheaval. From the revolution of 1910 to today's industrial expansion it shows the growing determination of the Mexicans to throw off the bonds of ignorance and raise their standards of living.

VALLEY OF MEXICO: ADOBE VILLAGE. United World. (el, jh,sh,c,ad-15 min. B & W) H.M.Mc.N.O.R.T.
Large cities are supported by commercial activities. Most of the people of the valley are peasant farmers

who practice the age-old hoe culture, the simple arm methods known to their Indian ancestors. Valley farmers, most of whom are mestizos, live in adobe villages. The entire family works in the fields all day, returning home at sundown for supper and an evening of relaxation.

WINGS OVER LATIN AMERICA. Pan American. (el,jh,sh-12 min. B & W) R.

Clipper planes take us from New Orleans to Yucatan, Guatemala, Ecuador, Peru, Bolivia, Chile, Argentina, Brazil, Surinam, Trinidad, Virgin Islands, Jamaica, Cuba, and back to Miami.

WINGS TO CUBA AND THE CARIBBEAN. Pan American World Airways. (jh,sh-12 min. B & W) R.

A clipper flight to Puerto Rico, the Virgin Islands, Trinidad, Jamaica, and Cuba.

WINGS TO MEXICO AND GUATEMALA. Pan American World Airways. (jh,sh-12 min. B & W) R.

Pictures a flight to Mexico and Guatemala and visits to their capital cities.

METHODOLOGY

BEGINNING FRENCH: INTONATION. Coronet. (sh-11 min. B & W) H.L.M.Mc.N.O.R.S.
When reading aloud, the students in a French class sound like beginners, but when they sing, they sound as though they were natives of France. By using animated charts of French and English intonation patterns, the class begins to learn how to listen for basic patterns and their variations and how to reproduce the characteristic music of French speech.

WHY STUDY FOREIGN LANGUAGES? Coronet. (jh,sh-11 min. B & W) H.L.N.S.
Demonstrates how a knowledge of foreign languages contributes to the enjoyment of travel, success of commerce and harmonious international relations.